The illustrations are well chosen and admirably adapted to illuminate the difficult points in the text. Many of them are of simple but ingenious apparatus which the pupil can readily make for himself. Another feature of the book which cannot fail to increase its attractiveness is the collection of portraits of notable physicists.

The authors in their preface set themselves the task of preparing a "readable," "informational," "humanized" presentation of the subject of physics. They are to be congratulated on having so well accomplished the task they set themselves. The book can be used to advantage with any laboratory manual to round out a comprehensive course, is suitable for schools that have limited laboratory facilities and will be an excellent book to supplement many of the texts now in use.

WILLIAM H. SNYDER

WORCESTER ACADEMY

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*Famous Geometrical Theorems and Problems with their History. Parts I and II.* Boston. D. C. Heath & Co. 10 cents each.

IN these two pamphlets the author has collected a number of proofs that the sum of the angles of a triangle is two right angles, that the square on the hypotenuse of a right angle is equal to the sum of the squares on the sides, and has made a number of remarks on the quadrature of the circle.

The thing attempted : viz., to supply teachers of mathematics with monographs which will assist them to obtain a more connected view of the elementary part of their science, deserves to be done and to be well done. This end cannot be reached by making a compilation of alternative proofs of propositions or by accumulating personal items which, however interesting, have nothing to do with science. The writer has made both of these mistakes. He gives twenty-six proofs of the proposition on the right triangle, of which four or five are interesting. The really valuable information which he gives on the history of the quadrature of the circle might have been stated in five pages out of the twenty which are given, ten of them being wasted on the vagaries of one circle squarer who happened to be unusually audacious.

A serious defect of these pamphlets is that they are not very clear. The seeker after scientific information will have to hunt it out and piece it together. The author has sought to create interest in mathematics by the help of things outside mathematics and it is natural that he should have neglected what ought to have been his subject. An interest so created will be factitious and in the end disappointing. The preface can however be recommended since it contains a number of references to standard books on the history of mathematics.

J. H. McDONALD

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*On Southern Poetry Prior to 1860.* By S. E. BRADSHAW. The B. F. Johnson Publishing Co., 1900.

*On Southern Poetry Prior to 1860* is the title of a thesis presented to the University of Virginia by Sidney Ernest Bradshaw. As published it makes up a volume of 160 pages, including a table of chronology and the bibliography. The period selected for review is from 1607 to 1860 — or from the settlement of Jamestown to near the outbreak of the Civil War. Without drawing distinctions too narrowly a southern author is understood to be one who was born or whose work was done or

at least published in that South whose geographical limits were drawn by the Civil War, but including Kentucky and the District of Columbia. The scheme of treatment is chronological, owing to the fact that the greater portion of southern poetry was produced independently of historical events and beyond the influence of any school or group and hence the poets appear as individuals with little other than time relationship. It is perhaps a sign of the indifference of American scholars to their own literature that Mr. Bradshaw's work, at this late date, should be the mere collecting, tabulating, and ordering of materials. His bibliography of southern poets is one of the first to be made, and he is probably the first to attempt to arrange his material in chronological sequence. Having only elementary work to do Mr. Bradshaw makes no attempt at criticism, though he summarizes the general literary features of each century, notes the influence of English authors — Dryden, Pope, Byron, and Wordsworth, and affirms that a considerable amount of the poetry he has examined is of a high order of merit. The present reviewer has no means of knowing how accurate and complete the thesis is in all its biographical and bibliographical details, the original materials being nowhere accessible to the general student, but even if imperfect it points the way to a field of research that is well nigh untouched and which would seem to be the special property of southern students. It may remind the students of the North and West that there is work of the same kind to do for their own localities, though the necessity of such work is not so great or the difficulties so numerous as of this task of tabulating the versifiers of the Old South.

O. L. TRIGSS

THE UNIVERSITY OF CHICAGO

*Algebra for Schools.* By GEORGE W. EVANS, Instructor in Mathematics in the English High School, Boston, Mass. New York: Henry Holt & Co.

THIS new text-book on algebra possesses many new features, some of them quite radical. One of these is in the arrangement of chapters. But each chapter is so clean-cut and concise in its presentation that the usual order can be followed. One point in which the book takes a long step forward is in the matter of making algebra concrete. Practical problems are brought forward at every new turn in the subject. Nearly thirty-five hundred examples are given, a large part of which are problems to be stated, and all are prepared for this book, not stock-problems taken from other works. Unusual stress is laid on explanation of the successive steps in the solution of equations. Literal equations and the handling of formulæ are each given a chapter by themselves. The practice given in these chapters cannot fail to be useful in subsequent work in geometry, physics, and mechanics. The emphasis given to the solution of equations by factoring will be gratifying to teachers who have used text-books in which that method was given merely a passing notice at the very close of the subject of quadratic equations.

On the whole, the subject of algebra is treated in a straightforward, logical manner. The publishers have given us a book which is beyond criticism typographically. The work deserves careful examination by all *thinking* teachers of algebra.

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